Preschool RTI:
Language and Literacy Part

Introduction/Overview

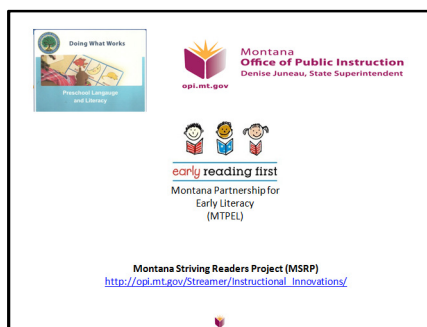Professional Development Module
Montana Office of Public Instruction

No media
No handout

➢Preparation: Arrive at least a half hour early. Have your space set-up at least fifteen minutes before participants arrive. Greet participants as they arrive to establish rapport.

➢Materials Needed: Parking lot, pencil boxes, pencils, sticky notes, highlighters, markers, chart paper, tape, music of your choice, speakers, projector, screen
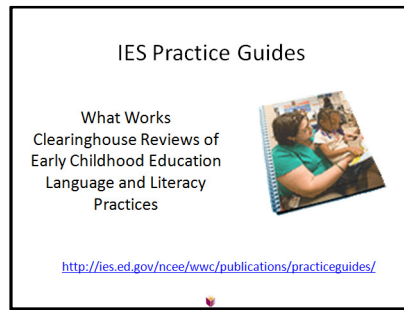
➢Introduction: *Introduce yourself briefly, and establish a connection with the audience. Begin by highlighting your background in education. Tell about a brief personal experience that assures participants of your knowledge base, and also lets them know that you understand their situation.*

No Media
No Handout

Say: *We've designed this professional development module with resources from the Doing What Works website and the Montana Striving Readers Project website. The information gathered during the Montana Partnership for Early Literacy (MTPEL) funded through a federal Early Reading First grant assisted OPI staff in making informed decisions about the content.*

The information and resources are made available to you by simply visiting the MT OPI Instructional Innovations Unit website where you will find both the Early Reading First and the Montana Striving Readers Project links.

IES Practice Guides

What Works
Clearinghouse Reviews of
Early Childhood Education
Language and Literacy
Practices

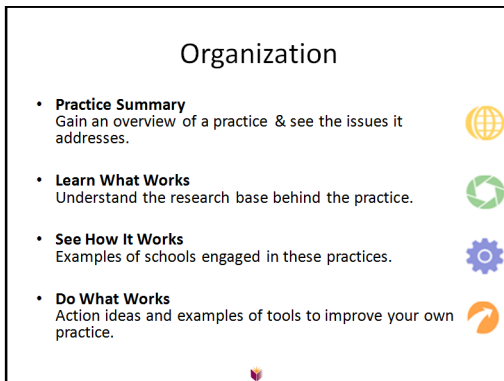http://ies.ed.gov/ncee/wwc/publications/practiceguides/

No Media
No Handout

Say: *The What Works Clearinghouse has reviewed the research based best practices used in center-based settings with 3- to 5-year-old children who are not yet in kindergarten, as well as a number of specific curricula.*

The positive results from this study provide the content for the Doing What Works recommended practices that we will be looking at during this training. The IES What Works Clearinghouse Reviews of Early Childhood Education Language and Literacy Practices publication is available on the US Department of Education's Institute of Education Sciences What Works Clearinghouse website if you would like more information.

➢If possible, have a copy of this Publication to hold up while you are referring to it, and for participants to look at on the resource table.

Organization

- **Practice Summary**
  Gain an overview of a practice & see the issues it addresses.

- **Learn What Works**
  Understand the research base behind the practice.

- **See How It Works**
  Examples of schools engaged in these practices.

- **Do What Works**
  Action ideas and examples of tools to improve your own practice.

No Media
No handout

Say: Each recommended practice that we will be looking at is organized on the Doing What Works website into these four categories. The RtI Preschool Language and Literacy module is designed around these same categories to support users in finding the information they are interested in delivering.

Practice Summary
This section offers an overview of the practice & see the issues it addresses. These slides are indicated with the orange globe icon.

Learn What Works
This section offers a better understanding about the research base behind the practice. These slides are indicated with the green circle icon.

See How It Works
This section offers examples of schools engaged in these practices. These slides are indicated with the blue cog icon.

Do What Works
This section offers action ideas and examples of tools to improve your own practice. This section pulls all of the ideas together from the previous three sections. These slides are indicated with an icon that displays an orange circle with an arrow in it.

Multimedia Overview:

Preschool Language and Literacy

Media: Preschool Lang. and Lit. Multimedia Overview **(4:29 min)**
No Handouts

Say: *Let's get started! This short overview discusses the importance of preschool education to a child's long-term success.*

> *The overview explains:*
> 1.   *how to use two research-based practices to improve instruction in foundational pre-reading skills and*
> 2.   *how the website can be used to support and train teachers in learning these practices to improve the quality of preschool instruction.*
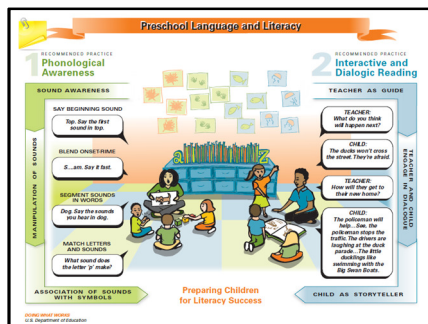
Media: Preschool Lang. and Literacy visual diagram (already embedded)
Handout #1: Preschool and Literacy visual diagram

Say: *You have in your binder a handout of the Doing What Works Preschool Language and Literacy Diagram. This visual diagram illustrates the "big picture" of the recommended practices. It illustrates the main ideas of the two recommended practices and shows us what they can look and sound like. The left side shows the continuum of phonological awareness skills, and the right side explores ways to implement interactive and dialogic questioning techniques. The diagram can help elicit ideas about how to integrate these skills into classroom activities. You have a handout of this diagram in your materials. Find it and then take a minute have a closer look at this diagram.*

➢Allow 1-2 minutes for participants to find the handout and look at it closer.

Say: *Now turn to a shoulder partner and discuss the components of the diagram. Be prepared to share something from the diagram with the group.*

➢Call on two or three individuals to share something they observed about the diagram.
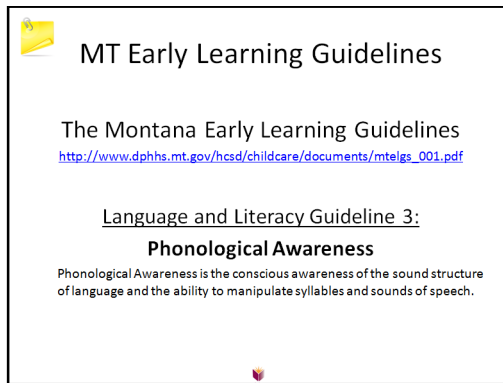
Key Concepts

- Two Recommended Practices
  - Teaching Phonological Awareness
  - Engaging Students in Interactive and Dialogic Reading

- Using Both Recommended Practices Improves the Language and Literacy Skills of Pre-School Aged Children

No Media
No Handouts

Say: *There are 2 main research-based, instructional practice recommendations for improving the quality of preschool literacy instruction. They are 1) Teach Phonological Awareness and 2) Engaging Students in Interactive and Dialogic reading. Using these recommended practices improves the language and literacy skills of preschool-aged children.*

These practices are also directly referenced in the Montana Early Learning Guidelines, the Montana Kindergarten Curriculum Standards, the Head Start Child Outcomes and the Montana Literacy Plan. Let's take a look at these references.

MT Early Learning Guidelines

The Montana Early Learning Guidelines
http://www.dphhs.mt.gov/hcsd/childcare/documents/mtelgs_001.pdf

Language and Literacy Guideline 3:

Phonological Awareness

Phonological Awareness is the conscious awareness of the sound structure of language and the ability to manipulate syllables and sounds of speech.

No Media
Handout #2: MT Early Learning Guidelines

Say: *Montana's Early Learning Guidelines reflect what children need to know, understand, and be able to do by the time they reach kindergarten.*

The Guidelines are a voluntary set of what some may call "child outcomes:" They are meant to be used as a tool for early care and education practitioners, parents, elementary school teachers, or anyone else living and working with young children to recognize and support all children at the developmental level they exhibit.

The Guidelines are not a diagnostic tool, an assessment tool, or a mandatory set of regulations. The Guidelines and the curriculum areas are meant to align with standards set by Montana's Office of Public Instruction (OPI) for kindergarten through twelfth grade. The recommended practices that we will be looking at align directly with the Language and Literacy Guideline on Phonological Awareness- **(Next slide)**

MT Early Learning Guidelines

- Language and Literacy Guideline 1:

Receptive Language

Receptive language is our understanding of the vocabulary and sentence structures of our language.

- Language and Literacy Guideline 2:

Expressive Language

Expressive language is our ability to use language for many purposes to communicate our needs, desires, and thoughts. The ability to use the full array of language skills for expression and interpretation is strongly influenced by children's experiences and environment.

No Media
Handout #2: MT Early Learning Guidelines

Say: *and the Language and Literacy Guidelines on Receptive and Expressive Language acquisition.*
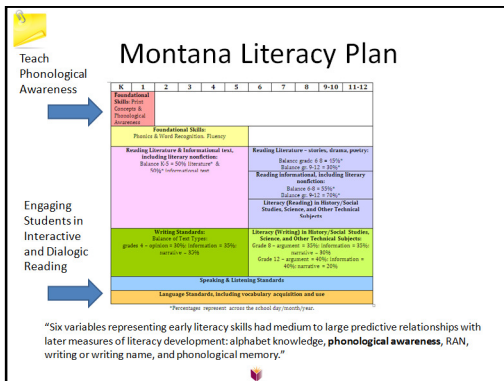
No Media
Handout #3: Montana Literacy Plan Scope and Sequence Chart

Say: *Both of the Recommended Practices are also critical components in the Montana Literacy Plan.*

Connection to Montana
Kindergarten Curriculum Standards

Reading
Literature
Listening
Speaking
Writing

No Media
No Handouts

Say: *The Doing What Works Preschool Language and Literacy Recommended Practices also directly support the Montana Kindergarten Curriculum Standards in the areas of reading, literature, listening, speaking and writing.*

Montana Kindergarten Curriculum Standards

Recommended Practice	Content Standard
Teach Phonological Awareness	•Reading Content Standard 2 •Writing Content Standard 1
Engage Students in Interactive and Dialogic Reading	•Reading Content Standard 1 •Reading Content Standard 3 •Reading Content Standard 4 •Reading Content Standard 3 •Writing Content Standard 2 •Writing Content Standard 6 •Listening and Speaking Content Standards 1-4 •Literature Content Standards 1-5

No Media
Handout #4: Alignment to Montana Kindergarten Curriculum Standards

Say: *Here is a chart that shows the alignment of the two recommended practices and the specific content standards they support. A copy of the Montana Kindergarten Curriculum Standards is available from the Montana Office of Public Instruction.*

Head Start Child Outcomes

Domain	Domain Element	Indicators
L I T E R A C Y	*Phonological Awareness	*Shows increasing ability to discriminate and identify sounds in spoken language.
		*Shows growing awareness of beginning and ending sounds of words.
		*Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.
		*Shows growing ability to hear and discriminate separate syllables in words.
		***Associates sounds with written words**, such as awareness that different words begin with the same sound.

The Head Start Child Outcomes Framework." The Head Start Leaders Guide to Positive Child Outcomes. HHS/ACF/ACYF/HSB. 2003. English.

No Media
Handout #5: Literacy and Language Development HS Child Outcomes

Say: *The Head Start Child Outcomes framework is intended to guide Head Start programs in their curriculum planning and ongoing assessment of the progress of children. The Framework also is helpful to programs in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement.*

The Domains, Elements, and Indicators are presented as building blocks that are important for school success. Phonological Awareness is part of the Literacy Domain of this framework.

Head Start Child Outcomes

Domain	Domain Element	Indicators
LANGUAGE DEVELOPMENT	Listening And Understanding	*Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
		*Shows progress in understanding and following simple and multiple-step directions.
		➤Understands an increasingly complex and varied vocabulary.
		➤For non-English-speaking children, progresses in listening to and understanding English.
	Speaking And Communicating	➤Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions; and for other varied purposes.
		*Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
		➤Uses an increasingly complex and varied spoken vocabulary.
		*Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
		➤For non-English-speaking children, progresses in speaking English.

The Head Start Child Outcomes Framework." The Head Start Leaders Guide to Positive Child Outcomes. HHS/ACF/ACYF/HSB. 2003. English.

No Media
Handout #5: Literacy and Language Development HS Child Outcomes

Say: *The Head Start Child Outcomes framework is intended to guide Head Start programs in their curriculum planning and ongoing assessment of the progress of children. The Framework also is helpful to programs in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement.*

The Domains, Elements, and Indicators are presented as building blocks that are important for school success. The Indicators identified with an arrow are those indicators that are Legislatively mandated. When teachers engage students in interactive reading and dialogic reading, they are supporting children in meeting the Language Development Domain Indicators from the Head Start Outcomes.

Montana Striving Readers

Where do Preschools and Early Childhood Centers (ECC's) fit into the RtI process?

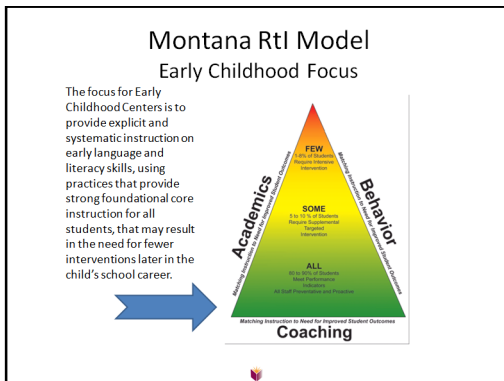What does RtI look like at the early childhood level?

Resources:
• Montana RtI Framework
• Montana Literacy Plan
• Montana Early Learning Guidelines
• Montana Kindergarten Curriculum Standards

No Media
No Handouts

Say: As part of the Montana Striving Readers Grant, funded Preschools and Early Childhood Centers feed into Montana schools implementing an RTI framework.

Montana RtI Model
Early Childhood Focus

The focus for Early Childhood Centers is to provide explicit and systematic instruction on early language and literacy skills, using practices that provide strong foundational core instruction for all students, that may result in the need for fewer interventions later in the child's school career.

Academics

Behavior

FEW
1-5% of Students
Require Intensive
Intervention

SOME
5 to 10% of Students
Require Supplemental
Targeted
Intervention

ALL
80 to 90% of Students
Meet Performance
Indicator
All Staff Preventative and Proactive

Matching Instruction to Need for Improved Student Outcomes

Coaching

No Media
No Handout

Say: This is one visual representation of an effective RTI Framework. This visual was developed by the Utah Education Agency and was identified during the stakeholder meetings by Montana educational stakeholders as a good visual representation for the Montana RTI Framework.

Note that effective RTI implementation continually matches instruction to students and staff needs in order to improve student outcomes through:

> *1. Academics*
> *2. Behavior*
> *3. Coaching and Support (For Educators and Students)*

There are no lines defining cut-off points. Student movement through the tiers is fluent and ongoing and may be based on behavior, academics, or both.

When an RTI framework is fully implemented all students receive high quality research-based core instruction therefore 80-90% of students are meeting benchmarks set by performance indicators. All staff are being proactive and preventative through explicit and systematic instruction.

This is where early childhood education fits into the model. Young preschool children have not yet had the opportunity to receive and respond to explicit and systematic instruction. Teaching Phonological Awareness and Engaging Students in Interactive and Dialogic Reading provide strong foundational core instruction that may result in the need for fewer interventions later in the child's school career.

It is possible, even at the early childhood level, that some students may require additional support through targeted interventions. Research has proven that this early intervention is highly effective in determining student success in later grades.

Key Concepts

- Two Recommended Practices
    1. Teaching Phonological Awareness
    2. Engaging Students in Interactive and Dialogic Reading

- Using Both Recommended Practices Improves the Language and Literacy Skills of Pre-School Aged Children

No Media
No Handout

Say: *Now, let's take a closer look at the two recommended practices starting with Teach Phonological Awareness.*